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ABSTRACT

A campus-based education program for preservice students in secondary education that incorporates formal study with an active internship in the local schools is described. University faculty are primarily responsible for the campus-based learning experience while personnel of the local school district assume responsiblity for field-based site management. Successful completion by secondary education majors of the field-based components and the preservice teaching internship is a responsibility shared by both the university and the local school district. Guidelines for all participants in the program are included in the description. (JD)

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UNA - SCOPE

UNIVERSITY OF NORTH ALABAMA
PRESERVICE SECONDARY EDUCATION PROGRAM

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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UNA-SCOPE

UNIVERSITY OF NORTH ALABAMA
PRE-SERVICE SECONDARY EDUCATION PROGRAM

Overview of The Program

UNA-SCOPE won national academic recognition when it was nominated as one of the three finalists for the "1980 Distinguished Program in Teacher Education" award by the Association of Teacher Educators. Guidelines for designing, implementing, and evaluating the UNA-SCOPE program were drafted by a committee whose standing members are the University secondary education faculty and whose rotating members are local public school administrators. The educational quality of the Program is reviewed annually by this committee to determine the need for modification or improvement in concept or procedure. The end result is a comprehensive pre-service program that maximizes the potential of the teaching internship as a positive learning experience.

All campus-based professional education courses have field-based clinical experience components; the objectives for both are specifically linked to Program goals and are expressed in terms of student performance (See Tables 1 & 2 pp. 6 & 7).
To implement UNA-SCOPE, five local school systems were structured into three districts for the sequential rotation of the clinical components of the Program; i.e., every third year a district will accept sophomore experience students and then allow them to continue their junior and senior clinical experiences within

that district. A total of 77 hours of clinical experiences are scheduled prior to the final 9-week teaching internship, including 15 hours observing the supervising public school teacher and 15 hours tutoring the supervising teacher's students.

Block courses--methods, principles and evaluation--are completed in the first half of the final senior semester, followed by the teaching internship that comprises the last 9 weeks. The block courses are team-taught by University secondary education faculty, have assignments individualized to content area of internship, and offer self-directed and peer-group teaching and learning experiences. Students in the block courses work with the University and public school faculties from 8:00 a.m. until 3:00 p.m., Monday through Friday. Secondary education faculty members are released from campus obligations for the 9-week teaching internship to become adjunct public school faculty, making it possible for them to maintain daily contact with assigned teaching interns.

The UNA-SCOPE committee is responsible for placement of teaching interns. Expressed preferences of the University students and the public school supervising teachers are considered, and University faculty members meet with each designated supervising teacher to review Program criteria prior to intern assignment. Responsibility for student success in the teaching internship is shared by the supervising public school teachers and the University secondary education faculty.

This arrangement of campus and clinical learning experiences allows pre-service teaching interns to develop and maintain close ties with University and public school personnel and to experience the teaching internship in a familiar and supportive environment. Evaluations are generated earlier and at more frequent intervals, thereby increasing reliability of interpretation and extending the useful life span of the evaluations in determining the effectiveness of the Program in achieving the stated goals.

Description of The Program

Goals Directed at establishment of identifiable teacher behaviors. Clearly stated goals directed at the establishment of identifiable teacher behaviors are the firm foundation upon which the entire program has been structured. Each pre-service student must demonstrate:

a. Effective written and oral communication skills (1) in their specific subject area; (2) in philosophical and psychological concepts; (3) in class directions, assignments, tests, and the constructive criticism of student performance.

b. The application of perceptual skills with the ability to (1) perceive non-verbal cues from students indicating that they do, or do not, understand a concept; (2) demonstrate humanistic interpersonal contact with others, and (3) conduct realistic self-evaluations of teaching performance.

c. The capability of planning and executing creative, stimulating, effective, and suitable learning experiences for students which incorporate a variety of teaching strategies and emphasize multiple levels of the cognitive, affective, and psychomotor domains as they apply to the specific subject areas.

d. Expertise in classroom management skills with the ability to (1) create a humanistic, accepting, and positive classroom atmosphere; (2) organize routine tasks; (3) set operating procedures and behavioral standards that are mutually beneficial for teacher and students.

e. The application of principles of motivation with the ability to recognize and make use of students' intrinsic motivation; to select and implement extrinsic motivational strategies matched to student needs.

f. The ability to develop learning experiences which provide alternative approaches to learning by (1) effectively tutoring on a one-to-one or small group basis; (2) the development of their own soft-ware, and (3) the successful operation of a variety of audio-visual hardware.

h. Knowledge of evaluation procedures by (1) the construction of tests suited to the assessment of stated educational objectives; (2) the use of classroom, standardized or diagnostic test results to individualize instruction; (3) the application of elementary statistical procedures for evaluation of the results of self-constructured tests.

Design of The Program

Guidelines established by the UNA-SCOPE Committee provide goal-related criteria for a campus-based block of professional education courses coupled with field-based components, and a field-based pre-service teaching internship. Areas of primary and shared responsibilities have been clearly defined, as have performance criteria for the University and public school personnel. University faculty are primarily responsible for the campus-based learning experiences and for meeting the guidelines of Alabama Law, the State Board of Education Policies, and State Department of Education rules and regulations. Personnel of the local school district assume primary responsibility for field-based site management. Successful completion by secondary education majors of

the field-based components and the pre-service teaching internship is a responsibility shared by both the University and the local school districts.

Tables 1 and 2 detail the specific relationship between the content structure of each of the campus- and field-based learning experiences and the stated goals (p. 3).

Implementation of The Program

Annual review of implementation and evaluation guidelines. In April of each year the implementation and evaluation guidelines of The Program are reviewed in a meeting of the Secondary Education Committee with the superintendent of the local school district scheduled to host the pre-service teaching internship the following year. Upon approval of The Program by the superintendent, the Secondary Education Committee meet with the school principals of the host district and review The Program with them. Minor modifications of a basic concept or procedure can be arbitrated within the host school district; major modification would require the approval of the superintendents and school principals of all the districts in The Program.

Pre-professional-semester field-based experiences. All clinical components for secondary education majors enrolled in sophomore and junior professional courses are coordinated by a University faculty member designated Director of Clinical Experiences. It is the Director's responsibility to schedule all these experiences within

Table 1 Goal-Related Criteria for Campus-Based Professional Education Courses and Their Field-Based Components .

Course Number and Grade Level Course Title Field-Based Components	Goals at Which Content Structure is Directed
SPE 200: (Sophomore or Junior) Survey of Educ. for Exceptional Children	a,b,d,e,f,h
ED 292: (Sophomore) Introduction to Professional Education Observation, 6 hrs.; different grade levels; at three or more schools.	b,d,f,g
ED 300: (Sophomore) Human Growth & Development Observation; 1 hr. each of three grade levels.	a,b,e
ED 331: (Junior) Hist. & Phil. Fdtns. American Education Observation, 6 hrs.; Interview 3 public school teachers total of 5 hrs.; Synthesize a personal philosophy of education from interviews and observation.	a,b,
ED 333: (Junior) Educational Psychology Tutor on one-to-one basis, 10 hrs.; apply alternative principles of learning; use at least 3 levels of 2 domains of learning.	a,b,c,d,e,f
SED 378: (Junior) Teaching Reading in the Content Area Tutor small groups in reading; teach two lessons using content unique strategies.	a,c,f,h
SED 382: (Senior) Principles of Secondary Education Observation minimum 20 hrs; tutor small group minimum 12 hrs; develop unit and lesson plans for specific classes for teaching internship.	a,b,c,d,e,f
SED 383: (Senior) Materials & Methods of Secondary Teaching	a,b,f,g,h
ED 401: (Senior) Evaluation & Measurement	a,c,f,h

Table 2 Goal-Related Criteria for Field-Based Professional Education Courses

Course Number and Grade Level Course Title Field-Based Components	Goals at Which Content Structure is Directed
SED 481,482: (Senior) Secondary Educ. Seminar & Student Teaching	a,b,c,d,e,f,g,h
A. Participate in seminar concerning school opening and closing, administrative records and procedures;	
B. Teach 2 classes daily for 8 weeks, including at least 1 content area unit;	
C. Teach 1 full-time teacher load for 1 week;	
D. Outline strengths and weaknesses in a self-evaluation of personal teaching style and propose concrete suggestions for eliminating and/or modifying weaknesses;	
E. Write self-evaluation at mid-point of teaching internship, using guidelines prepared by The Program Committee;	
F. Experiment with 3 new ideas and record your reactions;	
G. Attend faculty meetings;	
H. Attend 2 one-hour seminars conducted by supervising teachers;	
I. Attend 3 seminars on problems of teaching conducted by University coordinators;	
J. Spend 1 day at Administrative/Guidance office;	
K. Continue to develop resource file of teaching materials and instructional activities;	
L. Return to University campus for debriefing seminar and final evaluation conference.	

the school district that will host the student's teaching internship. Any problem requiring resolution will be referred by the Director to the individual elected Chair of the University Secondary Education Committee.

Procedure for Assignment of teaching internships. In the first week of the senior semester each student presents a five minute biographical sketch for the Secondary Education Committee, and submits a card listing subject area major and first and second preferences for grade level assignment for the teaching internship. The Chairperson tentatively assigns to each faculty committee member a school(s) and teaching interns according to subject area preferences of the student and the faculty member. Each school principal in the host district is apprised of the preliminary information concerning the teaching interns to be considered for placement. This affords the opportunity for a principal-faculty consultation concerning their preferences, and this information is brought to a scheduled meeting with the Secondary Education Committee. At the meeting, the assignment of each student to a teaching internship is individually considered and decided upon in accordance with the information made available to the University faculty and the principals.

Following the meeting, the principal distributes a copy of the criteria for public school personnel to each of his faculty that has been designated a supervising teacher. The University faculty member then meets with each supervising teacher in the schools to which the faculty member has been

assigned to review the program criteria, and to assure that the supervising teacher fully comprehends the requirements and is willing to cooperate in meeting the goals and objectives of The Program.

Orientation to vocational schools and central offices.

The Chair of the Secondary Education Committee arranges for prospective teaching interns to tour the vocational school of the district to which they have been assigned for the purpose of familiarizing them with the role of the school in the system and the programs that have been developed for public school students attending both public school and vocational school classes. Each University faculty member arranges a central office orientation and introduction to the school superintendent and other administrators for University students who will be interning in a school to which the faculty member has been assigned.

Guidelines for teaching interns. Not later than the fourth week of the semester, each student meets with the supervising teacher and arranges observation and tutoring schedules. If a problem arises that cannot be readily resolved, a change of placement is made within a week. The student then proceeds to follow the program outlined in Table 2 (p. 7).

UNA-SCOPE guidelines for supervising teachers. The performance criteria provide that supervising teachers:

1. Assume responsibility for field-based site management.

2. Plan and conduct two one-hour seminars for teaching interns.

3. Allow each teaching intern responsibility for two classes daily during the internship.

4. Allow each teaching intern to assume a full teacher load of classes for one week during the internship.

5. Write an analysis of two lessons prepared and presented by the teaching intern.

6. Write evaluation reports at mid-point and at conclusion of the teaching internship.

UNA-SCOPE guidelines for University faculty. In addition to the requirements enumerated on page 2, the performance criteria provide that University faculty:

1. Plan and conduct three one-hour seminars for teaching interns on the problems of teaching in the public school.

2. Distribute evaluation forms to supervising teachers and teaching interns.

3. Write evaluation reports at mid-point and at conclusion of teaching internship, based on a minimum of bi-weekly observations of each intern.

4. Meet at end of each semester with other University faculty to discuss data collated from all evaluation inputs, and to determine whether improvements or revisions in The Program are indicated.

Evaluation Protocol

In accordance with established guidelines, personnel from the University and local school districts consult together in the development and delivery of instruments

and techniques for evaluation. Evaluation input is obtained from all participants in The Program, i.e., University secondary education faculty, supervising public school faculty and administration, teaching interns, and the public school student body.

Evaluation of student participation in clinical experiences begins with a sophomoreobservation component and continues through each step of The Program. The early and frequent evaluations of student expertise that are generated by this procedure provide a reliable summative assessment upon which to base a decision concerning professional recommendation for teacher certification. The early evaluations are also useful over a longer span for formative and summative determinations of the effectiveness of The program in achieving its stated goals.

Potential for Adaptability by Other Educational Institutions

The potential for adaptability exists for any educational institution interested in strengthening and enriching their pre-service teacher education program. No funding appropriation is required for special or additional space, equipment, or materials. In fact, a savings is realized from the reduction in the number of University personnel required to serve as coordinators, the use of institutional automobiles, the number of miles traveled, and the cost of meals and lodging. The Program can be fully implemented by utilizing only the facilities presently available to the faculty of the local public schools and the University. The success of this program

depends upon an investment in workhours by dedicated and synergic personnel committed to the development, implementation, and evaluation of The Program. It is essential that they be flexible in their approach and willing to "go the extra mile."